



Art Studio Easel: Color Mixing 2

Children continue to experiment with mixing colors, adding white for mixing tints. In doing so, children add to a collection of paints in various colors for the classroom community to share and use together. Children paint with the colors they mix.

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. People in communities represent their experiences and traditions through artistic expression.
Guiding Questions	When is it important to work in a group or independently? How do you most effectively communicate your thoughts, ideas, feelings and traditions?
Vocabulary	<p>curious: interested</p> <p>disappear: to go completely away, to become unable to be seen</p> <p>imagine: to pretend</p> <p>notice: to see, to pay attention to something</p> <p>represent: to show</p> <p>creativity: the use of imagination</p> <p>tint: a shade or kind of color</p> <p>shade: a darker or lighter color than a similar one</p> <p>primary colors: yellow, blue, and red; the colors from which other colors can be made</p>
Materials and Preparation	<ul style="list-style-type: none"> ● easel ● tempera paints, white, red, blue, and yellow only, one set for each side of the easel (or table space) ● brushes ● large paper ● paint cups, such as small, clear plastic or glass jars, with lids ● pencils

	<ul style="list-style-type: none"> ● containers of water ● spoons ● mixing trays/palettes ● <i>Abuela</i>, Arthur Dorros ● a collection of books about and featuring color (see list, Week 1) ● masking tape ● markers <p>Set up the Easel as in Week 1.</p>
Intro to Centers	<p><i>This week we are adding white paint to the primary colors; in this way you will make shades or tints of the colors you have already mixed. You might start with one primary color plus white, or you might see what happens when you add a bit of white to a color you made and saved last week.</i></p> <p>Hold up the white paint. <i>What do you think will happen when we add white to another color?</i></p> <p>Invite children to make predictions. Model mixing a little bit of blue and white on a palette or in a small container, or add white to a container of paint the children mixed the previous week. <i>Just like you did last week, you can experiment with your new colors by painting with them on paper. You might want to look for colors to inspire you in this week’s Read Aloud, Abuela.</i></p> <p>Demonstrate expectations for cleaning up and leaving the area. <i>Just like last week, when you are finished using the paint, make sure the brushes are ready for the next person coming to the easel. Organizing materials is an important responsibility in Kindergarten.</i></p>
During Centers	<p>Working independently or with a partner, children continue to experiment with mixing paints. They make predictions about how adding white will affect the colors they make. Notice the colors they are making. Ask children to name their colors and suggest that they label them.</p> <p>Encourage children to take a look at <i>Abuela</i> and other texts, noticing colors and thinking about how they might have been made. A color catalogue can be created by taking photos of color samples; children might refer to this catalogue to make favorite colors in the future.</p>
Facilitation	<ul style="list-style-type: none"> ● Of the colors you have made so far, which is your favorite? What do you like about it? ● How much white paint will you use to change the color?

	<ul style="list-style-type: none">● What happens to the color when you add white?● What would you call the color you are making?● How are you going to make sure materials are ready for the next painter?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes